



POLICY No: SNP003

TITLE: SPECIAL EDUCATIONAL NEEDS POLICY & PROCEDURE

VERSION: 05

VERSION	BREIF DESCRIPTION OF CHANGE:	APPROVED BY:	EFFECTIVE DATE	REVIEW DATE
05	UPDATED TO REFLECT NEW EYFS CHANGES	TARA (NURSERY MANAGER)	DEC 2023	DEC 2024

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Legislation and Guidance

Sunnyside Nursery has regards to the following legislation and/or government guidelines, local guidance and services:

The Equality Act 2010 legally protects people from discrimination in the workplace and in wider society.

It replaced previous anti-discrimination laws with a single Act, making the law easier to understand and strengthening protection in some situations. It sets out the different ways in which it's unlawful to treat someone.

It is against the law to discriminate against anyone because of:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation

These are called 'protected characteristics'.

Definition of SEN from the Code of Practice:

- Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.
- Children have a learning difficulty if they:
- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which hinders them from making use of the educational facilities of a kind generally provided for children of the same age.

Nursery SEN Leaders:

Sunnyside SEN Inclusion Coordinator: Tara Loughheed & Shalina Miah (based Sunnyside)

Local SEN Advisor: Karen Conroy, Tel: 01582 548151 Email: karen.conroy@luton.gov.uk

Introduction

Sunnyside Nursery SEN policy should be seen in the context of equal opportunities and is designed to promote inclusion. We recognise our duties under the Equality Act 2010, in particular, we do not discriminate against, harass or victimise disabled children, and we will make reasonable adjustments, where possible to include the provision of auxiliary aids and services for disabled children, to prevent them being put at substantial disadvantage.

Sunnyside Nursery has robust arrangements in place to support children with SEN or disabilities. We will endeavor to be alert to emerging difficulties and respond early to children's needs, where a child appears to be behind expected levels, or where a child's progress gives cause for concern Sunnyside Nursery has:

- Regard to the Special Educational Needs Code of Practice
- Regard to the Special Educational Needs and Disability Regulations 2014
- Identified a member of staff to act as Special Educational Needs Co-ordinator (SENCO): Tara Lougheed (Lead) and Shalina Miah (Deputy)

The Aims of the Policy for Special Educational Needs:

All children are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education

Procedures for coordinating the provision of education for children with special educational needs:

In addition to the formal checks, Sunnyside Nursery will monitor and review the progress and development of all children throughout the early years (**5.27 SEN Code of Practice**).

Where a child appears to be behind expected levels, or where a child's progress gives cause for concern, Sunnyside Nursery will consider all the information about the child's learning and development from within and beyond the setting, from formal checks, from practitioner observations and from any more detailed assessment of the child's needs. From within the setting practitioners will particularly consider information on a child's progress in communication and language, physical development and personal, social and emotional development. Where any specialist advice has been sought from beyond Sunnyside Nursery, this should also inform decisions about whether or not a child has SEN. All the information will be brought together with the observations of parents and considered with them (**5.28 Code of Practice**).

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STAGE ONE- Nursery Based

Identification and Assessment of the Child with SEN identification and registration (in Nursery SEN individual file) of child by the Key person, parent or other professional gathering of basic information about the child taking early action to meet the child's needs in normal nursery play monitoring and reviewing progress.

Overall responsibility is with the child's key person. Key person's role is to:

- Involve parent/carer from the start, (possibly seek their permission to share information via the Notification to Local SEN Advisor form).
- Gather information and make initial assessment of child's special educational needs, provide special help within EYFS framework to meet individual SEN's;
- Monitor progress and set a date for review, inform the parents;
- Ensure child is included in nursery SEN individual file;
- Help to gather information and assess child's needs;
- Monitor and review progress during meetings and supervisions
- Consult early years Code of Practice on Identification and Assessment of Special Educational Needs for more information on Stage One.

Outcome: child stays at stage one, child no longer needs special help or child moves to stage two.

STAGE TWO- Nursery Based

Developing an Individual Educational Plan (IEP) and Referral to the Nursery designated SEN person, who takes a stronger lead in assessing the child's learning difficulty, and in the planning, monitoring and reviewing of the special educational provision.

The designated SENCO Persons: Tara Lougheed and Shalina will:

- Discuss the results of S.E.N observations, parent home observations, trackers and general knowledge of child and assess next steps. Together action a set of instructions that the SEN support worker wants the key person to cover with each SEN pupil on a one to one basis in a quiet setting away from the play area.
- Seek information from the health and social services relating to the child with the parents' consent (if appropriate).
- Use all available information from Stage One and new information following review and at Stage Two, and IEP must be drawn up.
- Monitor and review progress during meetings and supervisions.

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The key person will now take an active part in educational support and follow the instructions laid out in the IEP.

The IEP details the:

- nature of child's learning difficulties;
- action the special educational provision, the staff involved, frequency of support and the specific activities/materials equipment, programs used;
- help from parents at home;
- targets to be achieved in a given time;
- any pastoral care or medical arrangements;
- monitoring and assessment arrangements;
- review arrangements and date;

The review should include SEN support worker, key person, the child's parents, and should focus on:

- the progress made by child;
- effectiveness of education plan;
- contribution made by parents and advise;
- future action;

Outcome: child continues at stage two, child reverts to stage one or no longer needs special help, child moves to stage three.

STAGE THREE – Nursery Based

Write a new IEP and seek external specialist support and involvement. External specialist support can be sought through our Local SEN Advisor Karen Conroy. Tara, Shalina and key person may need to involve appropriate specialists; health visitors, speech and language therapists, Edwin Lobo, educational psychologists or specialist teachers. Parents will be included during all stages.

STAGE FOUR

Referral for Statutory Assessment; continue with Stage 3 IEP procedure.

STAGE FIVE

Where, despite Sunnyside Nursery having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, we will consider requesting an Education, Health and Care needs assessment. We will include targets onto IEP's from External Specialists reports, apply funding available and support parents to access funding (if eligible) and prepare transition form.

See Early Years Cods of Practice on Identification and Assessment of SEN's for more information.

Arrangements for providing access by children special educational needs to a balanced and broadly based curriculum:

- Enabling environments that include but is not exclusive to quiet spaces that children can access if they become over-whelmed, anxious, sensory space where children can extend their learning, experiencing a wider range of tactile resources and soft furnishing that promote independence and prevent accidents.
- Having the same expectations for all children. However, using a range of strategies and training to support learning: lift off to language, talking takes off, attention bucket, now and next activities, activity board/timetable, prompt cards, choice cards, sign for feelings, effective rewards, behaviour S.T.A.R chart that identifies root of challenging behaviour, PECS and the like.
- Record keeping, to adopt a continuous cycle of: assess – plan – do – review. A procedure that parents and children should be a part of.

Working with Parents:

When a child has been identified as giving cause for concern, it is important to discuss concerns with parents or carers. Sunnyside Nursery work with Parents is seen as a partnership; Parents are primary partners as they know the child best and will have information, which is relevant and has bearing on the child's difficulties. They may also have strategies they use to help overcome these, that have been successful and could be used within the setting. Parents will be able to give information about other professionals that may be involved and any specific guidance they have received. Parents will also be able to talk about the child's abilities in their first language and cultural background.

Some parents may find it hard to accept that their child is having difficulties. It is important to stress that the child has strengths and what we are aiming to do to help the child overcome perceived difficulties. Sunnyside Nursery will organise meetings with the parents/carers away from the bustle of a busy room.

The meetings

- Meetings should be arranged at a time that is convenient for the parents/carers.
- Consider before the meeting what information you need to share.
- Ensure that parents know that they can bring a friend if they wish.

(An interpreter may be required.)

- The venue should be comfortable and appropriate. There should be privacy.
- Seating should be comfortable and non-threatening.
- Always get the child's name right, this should be the name most often used to call the child by the parent.
- Start with the child's strengths.
- Avoid jargon.
- Invite the views of the parents.
- Listen and allow for silences.
- Be open and honest, but sensitive to the needs of the parents.
- Ensure that your problems are not presented.
- Acknowledge the feelings of the parents.
- Stick to the facts rather than offering opinions and advice
- Check your own body language and tone of voice.
- Use 'I' statements and avoid the use of 'you' in an accusatory way.
- State clearly, what you can do for the parents.
- Plan strategies together and work in partnership.

External support:

- Local SEN Advisor – provides continuous support to child, family and setting, through meetings, child observation, reports and training.
- Health Visitors
- Speech and Language Team (SALT)
- Edwin Lobo
- Physio Therapists

Funding:

- Disability Living Allowance (DLA) – help with the cost of child under 16 and/or has difficulties walking or needs much more looking after than a child of the same age who does not have a disability
- Disability Access Fund (DAF) – help with child's education and support

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- Early Years Pupil Premium (EYPP) – is additional funding to improve outcomes for children

Transition:

Sunnyside Nursery SEN support includes planning and preparing for transition, before a child moves into another setting or school. This can also include a review of the SEN support being provided or the EHC plan. To support the transition, information will be shared by Sunnyside Nursery with the receiving setting or school. Sunnyside Nursery will agree with parents the information to be shared as part of this planning process (5.47 SEN Code Practice).

Staff training:

Nursery Inclusion coordinator(s) Tara and Shalina attend local SEN meetings each term. In addition Tara has obtained Early Years SENCO Level 3 in September 2023. All staff are encouraged to attend local training and in-house SEN training.

ADDITIONAL INFORMATION - LIST OF LOCAL AND NATIONAL CONTACTS:

Accessing Further Support:

The Local Offer - is an access point for parents/carers of children and young people aged 0-25 years with special educational needs. It gives information about education, health and social care services available in the Luton area.

Education, Health & Care (EHC) needs assessment - this is likely to be where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post-16 institutions.

Who to Contact

Special Educational Needs Assessment Team (SENAT)

Telephone: 01582 548130

E-mail: senat@luton.gov.uk

Website: www.luton.gov.uk/.../default.aspx

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This policy is checked annually and formally reviewed at least every 3 years and/or revised as required by legislation, government guidance and/or feedback from service users.

This policy supports all other policies and must be read together with the following policies:

- Safeguarding Policy
- Staff Code of Conduct
- Inclusion & Equal Opportunities Policy

This policy was adapted in December 2023 and due for review in December 2024
